

a minimal amount of apparatus. The second part is notable for the splendid drawings, illustrative of all possible organic and inorganic, normal and abnormal, constituents of the urine seen microscopically. The third division deals with the diagnosis of lesions in the urinary system, and while much that is written here is most praise-worthy, it does seem, however, that it is stretching a point to claim that practically always the diagnosis, the duration of the disease, and the prognosis can be determined by the study of the type of casts, the character of the epithelia and the other urinary constituents seen under the microscope.

The book as a whole is a commendable piece of work. It does not attempt to delve deeply into the complicated depths of urinary examination but shows clearly how much may be learned from the data obtained by the careful study of the urine in an ordinary "routine examination."

J. H. M., JR.

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A MEDICAL DICTIONARY FOR NURSES. By AMY ELIZABETH POPE, Instructor in School of Nursing, St. Luke's Hospital, San Francisco, Cal. Pp. 288; 11 illustrations. New York: G. P. Putnam's Sons, 1914.

THIS book is of convenient size, bound in blue linen, uniform with the other books by Miss Pope. It is printed in clear type and on easily read paper. The definitions given are clear and show extensive reading and thought on the part of the author. For a dictionary of its size it is not sufficiently complete, nor is the space allotted to the various words evenly distributed. For instance, after the word *bath* there are about 1300 words; after *syphilis* about 300 words; whereas, many words in common use, such as, *borborygmus* or *diverticulum*, are not included. However, the definitions of the words given are clearly expressed. The work will be of value to the student nurse.

M. V. S.

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DIE MENSCHLICHE INTELLIGENZ UND IHRE STEIGERUNG. By DR. MED. A. LORAND. Pp. 416. Leipzig: Verlag von Dr. Werner Klinkhardt, 1914.

THIS is an interesting, if long, dissertation on the human intelligence and its development. Its text is divided into the various causes which have a tendency to influence thought. In the first division is discussed the influence of circulatory changes, glandular structures, the nose, climate, and general nourishment. In the second is discussed the intelligence of men and women and the

influence of sex. In the third the influence of such extraneous subjects as alcohol, syphilis, migraine, and the various glandular diseases, as myxedema, etc. In the fourth the influence of sun, heat, cold, and various hygienic measures. In the fifth chapter is taken up the discussion of rational thinking, its development, and particularly the method of its improvement. In the sixth is discussed memory and its systematic development, and in the next chapter rational mental work, in which there is an interesting discussion on the influence of parents on children and the method of studying children. Perhaps the eighth chapter is most interesting, for it takes up the method to be employed in the development of intelligence in children, and the last chapter is very constructive, it being concerned with hygienic measures to be adopted in various schools to obtain the best results.

As can be readily seen from the above skeleton it would be difficult to adequately review such a work as this. To anyone who is interested in the development of intelligence this book offers a great deal. To those who do not believe that all sickly children should be done away with, this book offers some hope, for it is interesting to learn that James Watt was so ill as a child that he was compelled to sit in the house and read most of the time. That Descartes was compelled to lie in bed for eleven hours, and thus began his philosophy. That Kant, Locke, Francis Bacon, Newton, and Pope were sickly while youngsters. That Haemholtz was a hydrocephalic child and Rousseau's birth cost his mother's life. Rousseau and Voltaire were neurasthenic. The author also makes the interesting statement that those writers whose work was fantastical were very large meat eaters. He quotes Dumas the elder and Victor Hugo as shining examples of this. It is interesting also that these sickly children lived to an old age, for Humboldt died at ninety, Kant at eighty, Newton at eighty-four, Locke at seventy-one, etc. It can be seen from this that this work makes interesting reading.

T. H. W.

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FEEBLE-MINDEDNESS: ITS CAUSES AND CONSEQUENCES. By HENRY HERBERT GODDARD, Director of the Research Laboratory of the Training School for Feeble-minded Boys and Girls, at Vineland, N. J. Pp. 599; illustrated. New York: MacMillan Co., 1914.

THIS book represents the work done in the Vineland Research Laboratory during the past five years, it being an attempt to discover the causes of feeble-mindedness. The histories of 327 cases are presented. It is only necessary to say each case was thoroughly worked up, the material having been selected, and as a consequence the conclusions drawn merit all the attention that can be given to them. Most of the book is taken up with the detail of these